

**CALIFORNIA STATE BOARD OF EDUCATION**1430 N Street, Room 5111  
Sacramento, CA 95814P.O. Box 944272  
Sacramento, CA 94244-2720

July 10, 2003

**ANNOUNCEMENT OF THREE REGIONAL PUBLIC HEARINGS**

California State Board of Education

**Proposed Performance Standards (Levels) For the  
California Alternate Performance Assessment (CAPA)**To be used in reporting the student performance on the corresponding California Alternate Performance Assessment  
administered in Spring 2003 and thereafter

<p><b>Tuesday, July 22, 2003</b>  <b>9:30 a.m. – 10:30 a.m.</b>          Bay Area/Coastal Region</p> <p><b>BY VIDEO CONFERENCE</b></p> <p>Santa Clara          County Office of Education          Gilroy Conference Room          1290 Ridder Park Drive          San Jose, CA 95131          (408) 453-6500</p>	<p><b>Tuesday, July 22, 2003</b>  <b>2:00 p.m. – 3:00 p.m.</b>          North/Central Valley/Sierra Region</p> <p><b>BY VIDEO CONFERENCE</b></p> <p>Humboldt          County Office of Education          Madrone Room          901 Myrtle Avenue          Eureka, CA 95501          (707) 445-7043</p> <p><b>AND</b></p> <p>California Department of Education          1430 N Street, Room 3102          Sacramento, CA 95814          (916) 319-0827</p>	<p><b>Tuesday, July 22, 2003</b>  <b>3:30 p.m. – 4:30 p.m.</b>          South/Inland Empire Region</p> <p><b>BY VIDEO CONFERENCE</b></p> <p>Riverside          County Office of Education          Conference Center, Cree Room          3939 13<sup>th</sup> Street          Riverside, CA 92501          (909) 826-6530</p>
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To: County and District Superintendents  
 Other Interested Parties

**Background.** In order to meet the requirements of the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) Act, the state must show evidence that all students are included in the statewide assessment and accountability system. In California, students with disabilities participate in the Standardized Testing and Reporting (STAR) Program by taking the general assessments (California Standards Tests and California Achievement Test, 6<sup>th</sup> Edition) or by taking the alternate assessment, known as the California Alternate Performance Assessment (CAPA). The CAPA was developed using a subset of California content standards and was administered statewide for the first time in spring 2003.

Currently, students eligible to take CAPA represent less than 1% of all students participating in the STAR Program. Approximately 40,000 students took CAPA in 2003. Since CAPA is an alternate assessment for STAR, the same grade-level (grades 2-11) participation is required.

CAPA is organized into five levels, representing specific grade spans. Most students eligible for the CAPA take the level corresponding to their grade placement. These students are expected to move through the CAPA levels as they progress in age. Some students with complex, profound disabilities may be eligible for Level I. These students remain in Level I and are not expected to move through the CAPA levels. This level represents an opportunity for students with the most profound disabilities to demonstrate their skills and independence.

CAPA is a performance assessment that is administered individually. The examiner cues the student to respond or perform a task, then observes the performance and records the response according to a specific scoring rubric. For the 2003 CAPA operational test, all students were assessed on a subset of the California content standards in English-language arts and mathematics that reflect important life skills. Some students participated in a health field test. Each content area included eight assessment tasks (items).

The scoring rubric for Level I is different from the rubric used for Levels II-V. Level I scoring emphasizes the degree of independence with which the student is able to perform the task. The scoring rubric for Levels II-V measures the breadth and quality of the student's response.

Standard Setting Process: A standard setting committee was convened June 16-18, 2003 to develop recommendations for performance standards based on the spring 2003 administration of CAPA. The committee members included parents and professionals with extensive experience with the population of students eligible for CAPA. Before implementing the standard setting procedure, the committee discussed and agreed upon performance level descriptions for each CAPA level and each content area (see attached). The committee utilized the Performance Profile Method of standard setting.

Although CAPA will be using the same designated performance standards (Advanced, Proficient, Basic, Below Basic, and Far Below Basic) as the California Standards Tests, these performance standards reflect professional judgment of the highest learning standards possible for students with significant cognitive disabilities.

The State Board of Education is now proposing to adopt performance standards (levels) for each of the CAPA levels in the content areas of English-language arts and mathematics. The attachment displays the four "cut scores" (minimum number of points and the percentage of total possible points) proposed to establish the performance standards (levels) for these tests.

The regional public hearings are for the purpose of gathering comments from a cross-section of interested parties, including teachers, administrators, school board members and other local elected officials, business leaders, parents, guardians, and students.

Comments and suggestions are sought regarding the proposed "cut scores" (minimum number of points and percentage of total possible points) on the respective tests that determine students' performance standards (levels).

The regional public hearings at the Santa Clara County Office of Education, the Riverside County Office of Education, Humboldt County Office of Education, and California Department of Education – to be conducted by video conference – will be relatively informal (date and times

indicated above). The State Board of Education has delegated responsibility for conducting these hearings to key executive staff of the State Board of Education and of the California Department of Education. Individuals are not required to pre-arrange a specific time to present their comments. Oral comments will be accepted as individuals arrive. Some delays may occur if many individuals arrive at the same time, and patience in that event will be appreciated.

**Individuals need not come to one of the regional public hearings to present their comments.** Written comments may be made by mail, e-mail, or fax. Written comments must be received at the State Board of Education **no later than Tuesday, July 22, 2003.**

### California State Board of Education

<i>By mail</i> 1430 N Street, Room 5111 Sacramento, CA 95814	<i>By e-mail</i> <a href="mailto:dfrankli@cde.ca.gov">dfrankli@cde.ca.gov</a>	<i>By fax</i> (916) 319-0175
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If you have any questions regarding these regional public hearings, please contact Deborah Franklin, Education Policy Consultant, State Board of Education, at (916) 319-0827.

***Please help us publicize these regional public hearings!***

California State Board of Education  
**Proposed Performance Standards (Levels) for English-Language Arts**  
**(California Alternate Performance Assessment for English-Language Arts, Grades 2-11)**

To be used in reporting the results of these tests in spring 2003 and thereafter

<b>CAPA LEVEL</b>	<b>Far Below Basic</b>			<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points
<b>Level I</b>	<b>12%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>7%</b>	<b>9</b>	<b>22%</b>	<b>9%</b>	<b>14</b>	<b>35%</b>	<b>27%</b>	<b>20</b>	<b>50%</b>	<b>45%</b>	<b>31</b>	<b>78%</b>
<b>Level II</b>	<b>4%</b>	<b>&lt;7</b>	<b>N/A</b>	<b>10%</b>	<b>7</b>	<b>22%</b>	<b>25%</b>	<b>13</b>	<b>41%</b>	<b>35%</b>	<b>20</b>	<b>62%</b>	<b>27%</b>	<b>27</b>	<b>84%</b>
<b>Level III</b>	<b>6%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>18%</b>	<b>9</b>	<b>28%</b>	<b>22%</b>	<b>16</b>	<b>50%</b>	<b>25%</b>	<b>22</b>	<b>69%</b>	<b>30%</b>	<b>28</b>	<b>88%</b>
<b>Level IV</b>	<b>15%</b>	<b>&lt;13</b>	<b>N/A</b>	<b>17%</b>	<b>13</b>	<b>41%</b>	<b>17%</b>	<b>18</b>	<b>56%</b>	<b>21%</b>	<b>23</b>	<b>72%</b>	<b>30%</b>	<b>28</b>	<b>88%</b>
<b>Level V</b>	<b>14%</b>	<b>&lt;15</b>	<b>N/A</b>	<b>14%</b>	<b>15</b>	<b>47%</b>	<b>14%</b>	<b>20</b>	<b>62%</b>	<b>21%</b>	<b>25</b>	<b>78%</b>	<b>36%</b>	<b>29</b>	<b>91%</b>

% Students	Percent of students scoring within this performance standard (level)
Number of Points	Minimum number of raw score points needed to achieve this performance standard (level).
% of Points	Minimum percent of total possible points needed to achieve this performance standard (level).

California State Board of Education  
**Proposed Performance Standards (Levels) for Mathematics**  
**(California Alternate Performance Assessment for Mathematics, Grades 2-11)**

To be used in reporting the results of these tests in spring 2003 and thereafter

<b>CAPA LEVEL</b>	<b>Far Below Basic</b>			<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points
<b>Level I</b>	<b>20%</b>	<b>&lt;6</b>	<b>N/A</b>	<b>24%</b>	<b>6</b>	<b>15%</b>	<b>17%</b>	<b>17</b>	<b>42%</b>	<b>27%</b>	<b>24</b>	<b>60%</b>	<b>13%</b>	<b>34</b>	<b>85%</b>
<b>Level II</b>	<b>3%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>5%</b>	<b>9</b>	<b>28%</b>	<b>23%</b>	<b>14</b>	<b>44%</b>	<b>36%</b>	<b>21</b>	<b>66%</b>	<b>33%</b>	<b>27</b>	<b>84%</b>
<b>Level III</b>	<b>3%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>9%</b>	<b>9</b>	<b>28%</b>	<b>20%</b>	<b>15</b>	<b>47%</b>	<b>39%</b>	<b>21</b>	<b>66%</b>	<b>29%</b>	<b>28</b>	<b>88%</b>
<b>Level IV</b>	<b>19%</b>	<b>&lt;15</b>	<b>N/A</b>	<b>16%</b>	<b>15</b>	<b>47%</b>	<b>27%</b>	<b>19</b>	<b>59%</b>	<b>19%</b>	<b>24</b>	<b>75%</b>	<b>19%</b>	<b>28</b>	<b>88%</b>
<b>Level V</b>	<b>15%</b>	<b>&lt;16</b>	<b>N/A</b>	<b>15%</b>	<b>16</b>	<b>50%</b>	<b>23%</b>	<b>20</b>	<b>62%</b>	<b>22%</b>	<b>25</b>	<b>78%</b>	<b>24%</b>	<b>29</b>	<b>91%</b>

% Students	Percent of students scoring within this performance standard (level)
Number of Points	Minimum number of raw score points needed to achieve this performance standard (level).
% of Points	Minimum percent of total possible points needed to achieve this performance standard (level).

## CAPA Performance Level Descriptions

### Level I - English Language Arts

Advanced	Level I students performing at the <i>Advanced</i> level should demonstrate beginning awareness that print or symbols convey meaning. They consistently communicate basic needs such as hunger, thirst, and physical discomfort through their primary mode of communication. They are able to obtain help when needed.
Proficient	Level I students performing at the <i>Proficient</i> level should consistently communicate basic needs such as hunger, thirst, and physical discomfort with minimal verbal/gestural/physical prompts. They orient toward the speaker, even when engaged in an activity. They demonstrate recognition of common objects used in the classroom.
Basic	Level I students performing at the <i>Basic</i> level communicate basic needs inconsistently and may require extensive physical or modeled prompts. They orient toward a speaker after being given a prompt. They can identify some objects used in the classroom when given a forced choice or after a modeled prompt. They indicate a preference for objects or activities.
Below Basic	Level I students performing at the <i>Below Basic</i> level communicate when a basic need is not met but do not differentiate one need from another. They sometimes orient toward a speaker after being given a prompt. They attempt to comply with requests to identify common objects, but are often not accurate.
Far Below Basic	Level I students performing at the <i>Far Below Basic</i> level sometimes orient toward and/or interact with tasks. They occasionally use individual modes of communication that may include but are not limited to crying, vocalizations, purposeful movement or body posturing.

## Level II - English Language Arts

Advanced	Level II students performing at the <i>Advanced</i> level can recognize their name and 2-3 printed words or symbols. They are able to follow two-step directions using symbols or words. They should be able to communicate in single words and short phrases. They should be able to write or produce a symbolic representation of their name. They are able to communicate their preference in their primary mode of communication.
Proficient	Level II students performing at the <i>Proficient</i> level show interest in print or symbols. They can recognize their name and 1-2 printed words or symbols. They can follow 1-step directions of 2 words or more using symbols or words. They should be able to demonstrate the ability to write or select a partial representation of their name. When asked to choose, they can indicate a preference. They can communicate using single words and an occasional phrase.
Basic	Level II students performing at the <i>Basic</i> level sometimes show an interest in print or symbols. They can identify several common objects in the classroom. They should be able to demonstrate an ability to follow single word directions or commands. They can select their own name from a list and can scribble. They are able to communicate basic needs such as hunger, thirst, and physical discomfort. They sometimes are able to attempt to indicate preference.
Below Basic	Level II students performing at the <i>Below Basic</i> level attempt to comply with requests to identify a few common objects and attempt to follow 1 word directions or commands using words or symbols. They can locate their name and are able to mark on paper with implement. They can communicate when a basic need is not met but does not differentiate one need from another.
Far Below Basic	Level II students performing at the <i>Far Below Basic</i> level communicate when a basic need is not met but do not differentiate one need from another. They attempt to comply with requests to identify common objects, but are often not accurate.

### Level III - English Language Arts

Advanced	Level III students performing at the <i>Advanced</i> level should be able to identify their first and last name and read vocabulary of at least 10 words or symbols. They are able to read functional signs and symbols found on a school campus. They can follow a schedule or recipe with at least 3 steps. They can produce simple words or symbols to communicate ideas. They are able to communicate their preferences in their primary mode of communication.
Proficient	Level III students performing at the <i>Proficient</i> level should be able to identify their first and last name. They can read vocabulary of at least 5 words or symbols. They are able to follow 2-step directions using symbols or words. They can write or select a representation of their name. They are able to indicate a preference in a short phrase or short answer and answer 1 open-ended question related to personal information.
Basic	Level III students performing at the <i>Basic</i> level should be able to recognize their name and 2-3 printed words or symbols. They can follow 1-step directions with 2 or more words. They are able to trace name or select symbolic representation to spell partial name. They can indicate preferences and choices with single word or occasional phrase.
Below Basic	Level III students performing at the <i>Below Basic</i> level demonstrate an inconsistent interest in printed words or symbols. They can identify a few classroom objects. They are able to follow 1 word commands using symbols or words. They can select their name from a list. They can scribble. They are able to indicate basic needs. They inconsistently indicate preferences.
Far Below Basic	Level III students performing at the <i>Far Below Basic</i> level communicate basic needs such as hunger, thirst, and physical discomfort, orient toward the speaker, even when engaged an activity. They inconsistently recognize common objects used in the classroom.



## Level IV - English Language Arts

Advanced	Level IV students performing at the <i>Advanced</i> level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least 4 steps. They are able to communicate at least three pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence. The student is able to communicate basic information using printed words or symbols.
Proficient	Level IV students performing at the <i>Proficient</i> level should be able to respond to information from print or non-print media. They should be able to show where to find information in media source. They can follow a schedule or recipe with at least three steps. They are able to communicate at least two pieces of personal identification data to others. They can read functional signs or symbols typically found on a school campus and community. They can produce simple words or symbols to communicate ideas.
Basic	Level IV students performing at the <i>Basic</i> level should be able to identify their own name and recognize at least 10 printed words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.
Below Basic	Level IV students performing at the <i>Below Basic</i> level should be able to read functional signs, and symbols. They can read a vocabulary of 2-3 printed words or function signs, object/symbols. They can identify their name. They can identify words, or functional signs/symbols. They may communicate in short phrases.
Far Below Basic	Level IV students performing at the <i>Far Below Basic</i> level demonstrate an awareness that print or symbols convey meaning. They make preference choices when asked to choose between two options. They communicate in single words and occasionally use a phrase.

## Level V - English Language Arts

Advanced	Level V students performing at the <i>Advanced</i> level should be able to utilize popular media to obtain information. They can follow schedules or recipes with at least 5 steps. The student can write short notes or messages. They can accurately respond to questions about their personal identification. They can communicate complex descriptions of events.
Proficient	Level V students performing at the <i>Proficient</i> level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least 4 steps. The student is able to communicate basic information using printed words or symbols. They are able to communicate at least 4 pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence.
Basic	Level V students performing at the <i>Basic</i> level should be able show where to find information in a media source. They can follow a schedule with at least 3 steps. They can read functional signs or symbols typically found on a school campus and in the community. They are able to respond to messages from print or non-print media. They can produce simple words or symbols to communicate ideas.
Below Basic	Level V students performing at the <i>Below Basic</i> level should be able to identify their own name and a reading vocabulary of at least 10 words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.
Far Below Basic	Level V students performing at the <i>Far Below Basic</i> level should demonstrate awareness that print or symbols convey meaning. They are able to communicate their preferences in their primary mode of communication. They can recognize their own name and 2-3 printed words or symbols. They communicate in single words and short phrases.

## Level I - Math

Advanced	Level I students performing at the <i>Advanced</i> level should demonstrate number concepts such as identifying more of a quantity, indicating one or two more, and rote counting to 5. They demonstrate early algebraic concepts such as matching and sorting objects by a single attribute. They are able to identify tools that measure time (calendar, clock). They demonstrate an understanding of such concepts of time as morning, afternoon, and evening.
Proficient	Level I students performing at the <i>Proficient</i> level should demonstrate beginning number sense concepts, such as “more,” counting to 3, and indicating a quantity of “1”. They demonstrate early algebraic concepts by matching objects by a single attribute. With a verbal/gestural prompt, they are able to demonstrate an understanding of concepts of time related to when activities typically occur (day or night). They can identify at least one tool (calendar, clock) that measures time.
Basic	Level I students performing at the <i>Basic</i> level inconsistently demonstrate number sense concepts, such as communicating the number word “more,” rote counting, and indicating a quantity of “1”. With a modeled prompt, they are able to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time. They are able to demonstrate early algebraic concepts by matching objects by a single attribute.
Below Basic	Level I students performing at the <i>Below Basic</i> level should attempt to demonstrate number sense concepts, such as rote counting and indicating a quantity of “1”, and identifying which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They may attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.
Far Below Basic	Level I students performing at the <i>Far Below Basic</i> level sometimes tolerate extensive prompting to orient toward stimulus materials and/or pictures used for counting, sorting, and matching objects, identifying tools that measure time and identifying the concept of “more”.

## Level II - Math

Advanced	Level II students performing at the <i>Advanced</i> level should demonstrate number sense by sequencing numerals to 10. They demonstrate quantitative concepts up to 10. They demonstrate early algebraic concepts such as sorting by two attributes. They demonstrate concepts of measurement and geometry such as day and night and recognition of coins. They are able to demonstrate early concepts of probability by extending a (ABAB) pattern.
Proficient	Level II students performing at the <i>Proficient</i> level should demonstrate number concepts such as identifying more of a quantity, indicating one or two more, and ordering numerals up to 5. They can demonstrate quantitative concepts up to 5. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can demonstrate concepts of measurement and geometry by identifying tools (calendars and clocks) that measure time. They can demonstrate early concepts of probability by matching a simple (ABAB) pattern.
Basic	Level II students performing at the <i>Basic</i> level inconsistently demonstrate number sense by indicating one more, ordering numerals up to 2, and demonstrating quantitative concepts up to 2. They should be able to demonstrate early algebraic concepts by matching by a single attribute and inconsistently classify objects by category. They inconsistently demonstrate early concepts of probability by identifying “same”. They can demonstrate concepts of measurement and geometry by identifying some tools that measure time but does not generalize to non-familiar tools.
Below Basic	Level II students performing at the <i>Below Basic</i> level should inconsistently demonstrate beginning number sense concepts, such as indicating a quantity of “1”. They demonstrate early algebraic concepts by inconsistently matching objects by a single attribute. They demonstrate concepts of measurement by identifying some tools that measure time without generalizing to non-familiar tools. They demonstrate early concepts of probability by identifying “same”.
Far Below Basic	Level II students performing at the <i>Far Below Basic</i> level should attempt to demonstrate number sense concepts, such as rote counting and indicating a quantity of “1”, and identifying which set has more but are often inaccurate. They attempt to match objects but are often inaccurate. They may attempt to identify when (day, night) activities typically occur and identify tools (calendar, clock) that measure time but are often inaccurate.

### Level III – Math

Advanced	Level III students performing at the <i>Advanced</i> level should be able to demonstrate concepts of number sense such as numerical sequence to 20 and quantitative concepts up to 20. They understand concepts of “more” and “less” up to ten. They can give numbers one before and one after. They can exclude from a set the object that does not belong. They are able to place coins or bills in order of value. They can tell time by the hour. They are able to extend an (ABCABC) pattern.
Proficient	Level III students performing at the <i>Proficient</i> level should be able to sequence numerals to 15 and quantitative concepts up to 15. They can understand concepts of “more” up to 10, or concepts of 1-2 “less”. They inconsistently exclude from a set object that does not belong. They can match coins or bills. They can match an (ABCABC) pattern.
Basic	Level III students performing at the <i>Basic</i> level should be able to sequence numerals to 10 and quantitative concepts up to 10. They can indicate one or two more. They can sort by two attributes. They are able to recognize concepts of day and night. They can identify coins and bills. They are able to demonstrate early concepts of probability by extending an (ABAB) pattern.
Below Basic	Level III students performing at the <i>Below Basic</i> level should be able to identify more of a quantity, and ordering numerals up to 5. They should be able to demonstrate quantitative concepts up to 5. They can classify objects by category and sort objects by a single attribute. They can identify tools (calendars and clocks) that measure time. They can match an (ABAB) pattern.
Far Below Basic	Level III students performing at the <i>Far Below Basic</i> level demonstrate beginning number sense concepts, such as rote counting to 3 and indicating a quantity of “1”. They demonstrate early algebraic concepts by matching objects by a single attribute. They attempt to identify when (day, night) activities typically occur and tools that measures time but are not always accurate.

## Level IV – Math

Advanced	Level IV students performing at the <i>Advanced</i> level should demonstrate concepts of number sense such as numerical sequence to 100. They are able to give a correct dollar amount when making a purchase. They can demonstrate early algebraic concepts by sorting objects into like groups and indicating a reason why an object does not belong in a group. They can perform basic problem solving requiring addition and/or subtraction for practical use with at least 90% accuracy. They can indicate the current time and date.
Proficient	Level IV students performing at the <i>Proficient</i> level should be able to demonstrate concepts of number sense such as numerical sequence to 30. They are able to give the correct coins for such life skill tasks as making a vending machine purchase or paying a bus fare. They can locate a particular date on a calendar and be able to tell the day of the week. They can demonstrate early algebraic concepts by sorting objects into like groups. They can do basic problem solving requiring addition and/or subtraction at least to 10 for practical use, but are not always accurate. They can match activities to the time of day. They can tell time to the hour and half-hour.
Basic	Level IV students performing at the <i>Basic</i> level should demonstrate number sense concepts such as sorting by ones and tens and sequencing numerals to 20. They can demonstrate early algebraic concepts such as sorting by two attributes. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week, yesterday, today, and tomorrow. They demonstrate early concepts of probability by matching or extending an (ABCABC) pattern correctly.
Below Basic	Level IV students performing at the <i>Below Basic</i> level should be able to demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can identify tools (calendars and clocks) that measure time. Students demonstrate early concepts of probability by matching or extending a simple (ABAB) pattern correctly.
Far Below Basic	Level IV students performing at the <i>Far Below Basic</i> level inconsistently demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as matching and sorting objects by a single attribute, but do not consistently classify objects by category. They can identify some tools that measure time but do not generalize to non-familiar tools.

## Level V – Math

Advanced	Level V students performing at the <i>Advanced</i> level should be able to demonstrate concepts of number sense such as numerical sequence over 100. They can give correct dollar and cents when making a purchase. They are able to solve basic word problems (applicable to real life situations) requiring up to 2-digit addition and subtraction. They can tell time to the minute.
Proficient	Level V students performing at the <i>Proficient</i> level demonstrate concepts of number sense such as numerical sequence to 100. They are able to give a correct dollar amount when making a purchase. They can demonstrate early algebraic concepts by sorting objects into like groups and indicating a reason why an object does not belong in a group. They can perform basic problem solving requiring single-digit addition and/or subtraction for practical use. They can indicate the current time to the quarter hour and date including and understanding yesterday, today, and tomorrow.
Basic	Level V students performing at the <i>Basic</i> level should be able to demonstrate concepts of number sense such as numerical sequence to 30. They are able to give the correct coins when making a vending machine purchase or paying a bus fare. They can locate a particular date on a calendar and be able to tell the day of the week. They can demonstrate early algebraic concepts by sorting objects into like groups. They can do some basic problem solving requiring addition and/or subtraction for practical use, but are not always accurate. They can tell time to the hour and half-hour.
Below Basic	Level V students performing at the <i>Below Basic</i> level should demonstrate number sense concepts such as sorting by fives and tens and sequencing numerals to 20. They can demonstrate early algebraic concepts such as sorting by two attributes. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week. They can identify bills up to \$10.
Far Below Basic	Level V students performing at the <i>Far Below Basic</i> level should be able to demonstrate number concepts such as identifying more or less of a quantity, indicating one or two more, and ordering numerals up to 10. They demonstrate early algebraic concepts such as classifying objects by category, matching and sorting objects by a single attribute. They can identify tools (calendars and clocks) that measure time.